

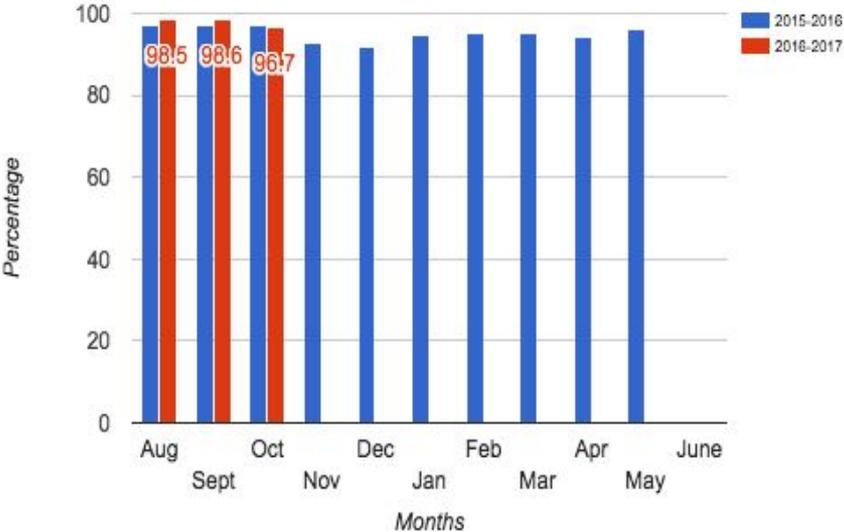


# Lincoln Community School

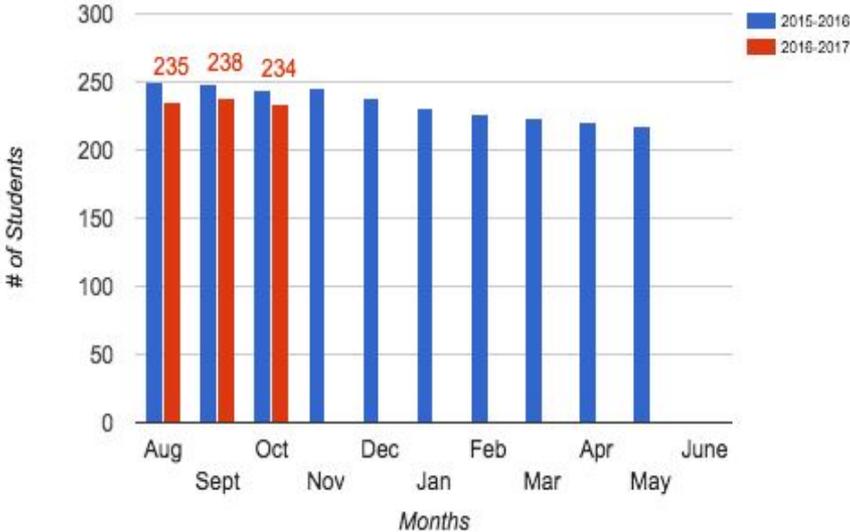
November 2016

# Data Dashboard Summary - Student Attendance, Enrollment

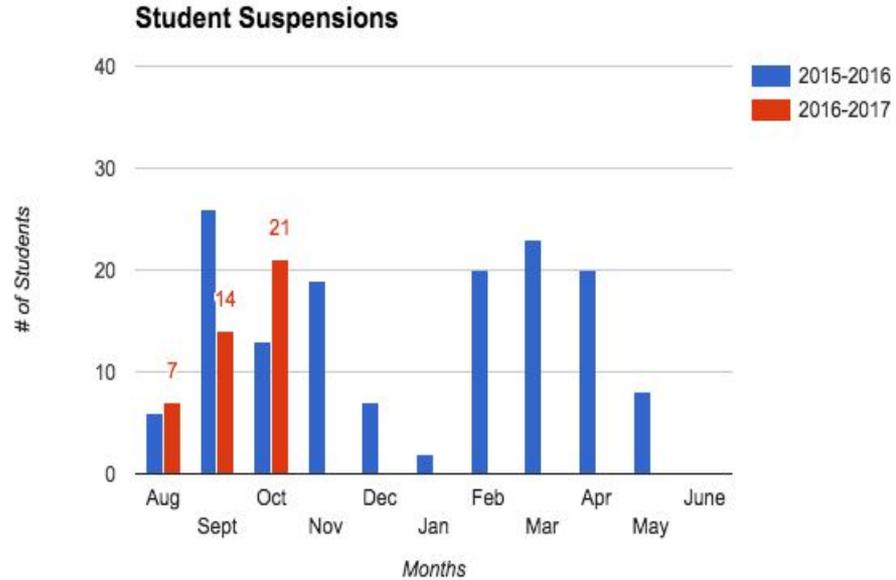
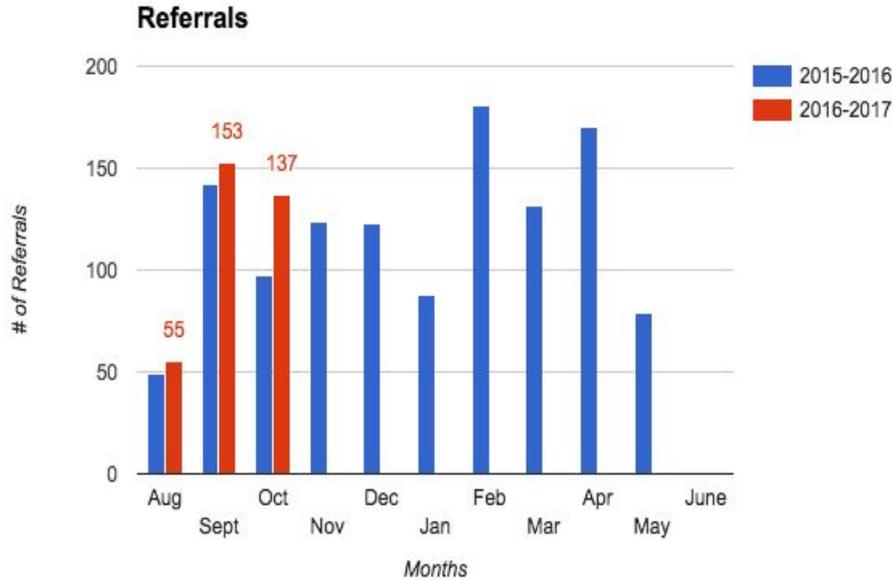
### Student Attendance



### Student Enrollment

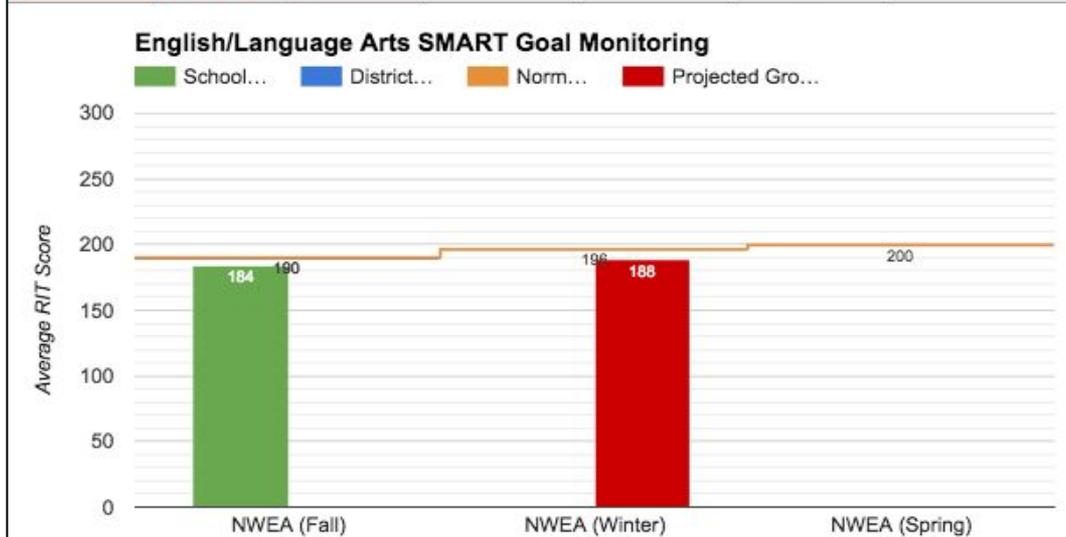


# Data Dashboard Summary - Behavior



# Data Dashboard Summary - Student Performance ELA

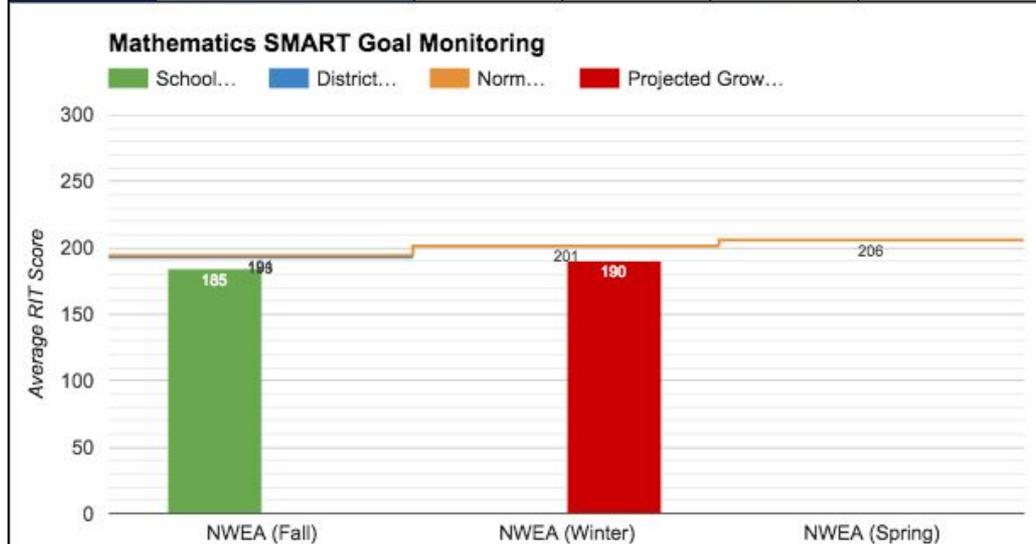
| ELA SMART Goal Monitoring | Measure/Date  | School (RIT Score) | District (RIT Score) | Norm (RIT Score) | Projected Growth (RIT Score) |
|---------------------------|---------------|--------------------|----------------------|------------------|------------------------------|
|                           | NWEA (Fall)   | 184                | 190                  | 190              |                              |
|                           | NWEA (Winter) |                    |                      | 196              | 188                          |
|                           | NWEA (Spring) |                    |                      | 200              |                              |



| Lincoln NWEA Fall          | Reading |     |     |     |     |     |     |     |     |
|----------------------------|---------|-----|-----|-----|-----|-----|-----|-----|-----|
| Category                   | K       | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   |
| School (Mean) RIT Score    | 133     | 152 | 166 | 181 | 190 | 197 | 202 | 210 | 214 |
| District (Mean) RIT Score  | 141     | 162 | 178 | 188 | 198 | 205 | 208 | 212 | 216 |
| Norm (Mean) RIT Score      | 141     | 161 | 175 | 188 | 198 | 206 | 211 | 214 | 217 |
| Projected Growth           | 9       | 9   | 8   | 7   | 5   | 4   | 3   | 2   | 2   |
| Projected Growth RIT Score | 142     | 161 | 174 | 188 | 195 | 201 | 205 | 212 | 216 |

# Data Dashboard Summary - Student Performance Math

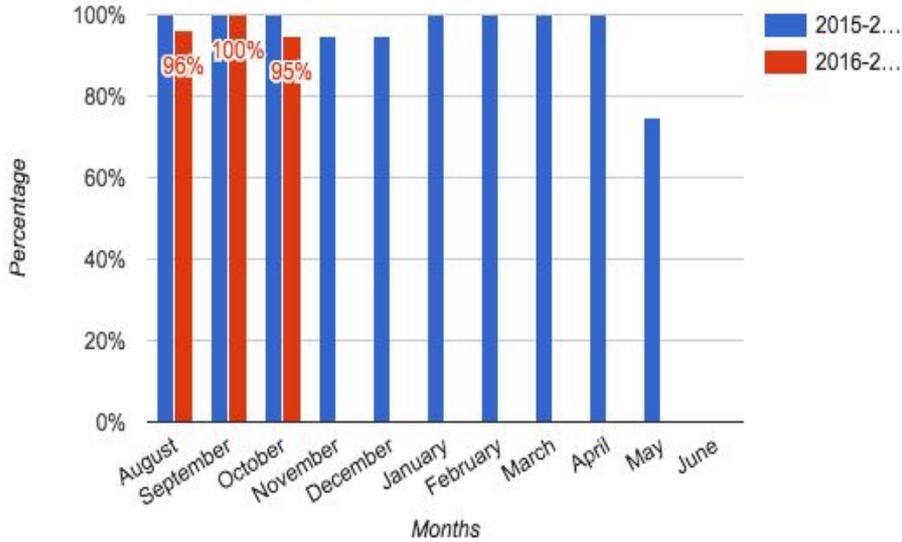
| Math SMART Goal Monitoring | Measure/Date  | School (RIT Score) | District (RIT Score) | Norm (RIT Score) | Projected Growth (RIT Score) |
|----------------------------|---------------|--------------------|----------------------|------------------|------------------------------|
|                            | NWEA (Fall)   | 185                | 193                  | 194              |                              |
|                            | NWEA (Winter) |                    |                      | 201              | 190                          |
|                            | NWEA (Spring) |                    |                      | 206              |                              |



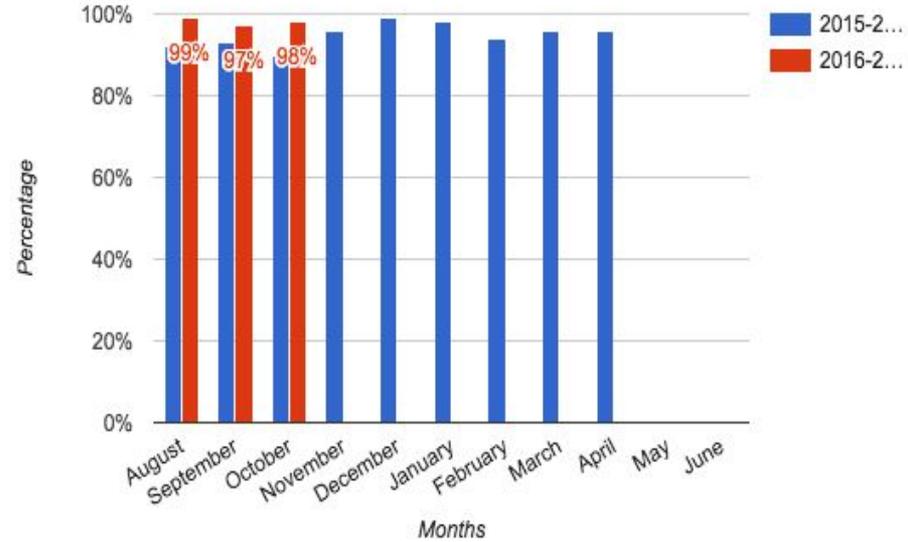
| Lincoln NWEA Fall          | Mathematics |     |     |     |     |     |     |     |     |
|----------------------------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Category                   | K           | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   |
| School (Mean) RIT Score    | 131         | 150 | 166 | 180 | 192 | 202 | 201 | 216 | 221 |
| District (Mean) RIT Score  | 139         | 162 | 180 | 188 | 200 | 209 | 213 | 221 | 226 |
| Norm (Mean) RIT Score      | 140         | 162 | 177 | 190 | 202 | 211 | 218 | 223 | 226 |
| Projected Growth           | 10          | 10  | 8   | 6   | 5   | 5   | 4   | 3   | 2   |
| Projected Growth RIT Score | 141         | 160 | 174 | 186 | 197 | 207 | 205 | 219 | 223 |

# Data Dashboard Summary - Staff Retention, Staff Attendance

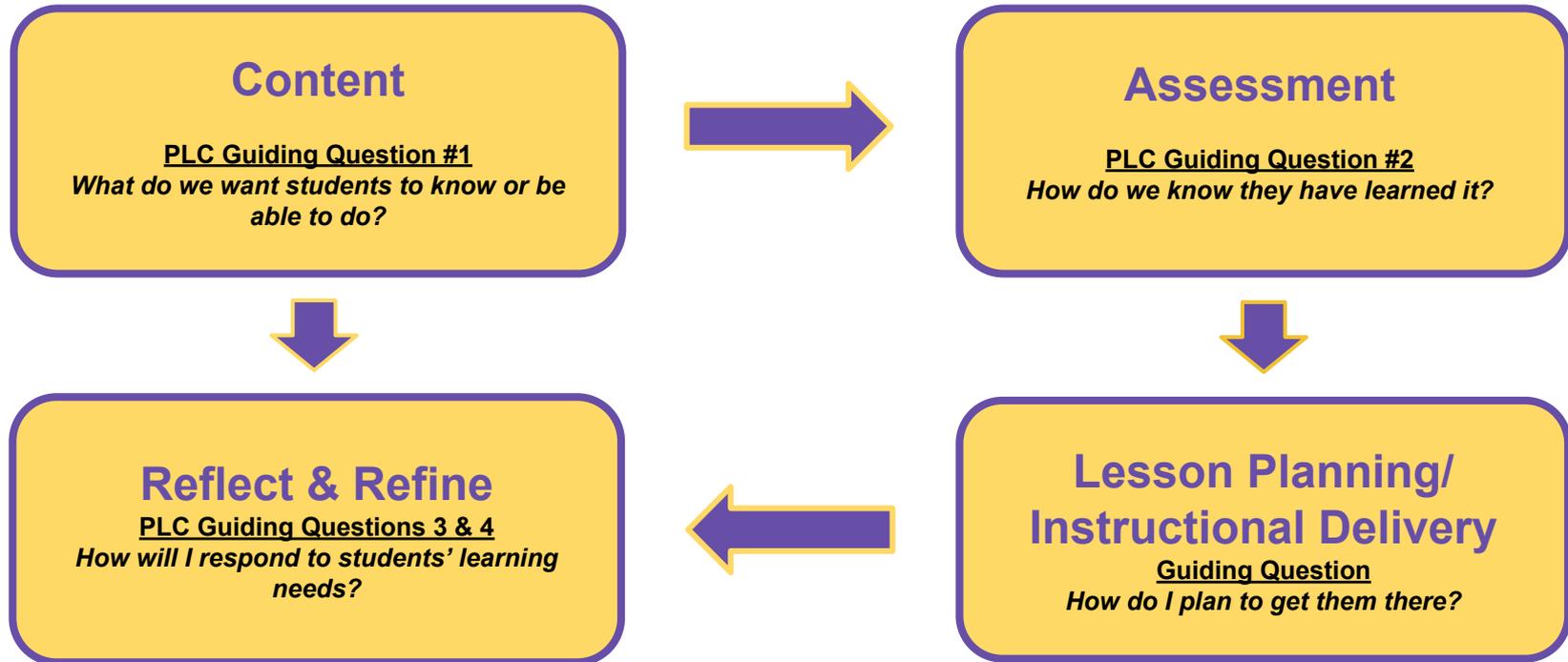
## Staff Retention



## Staff Attendance



# Data Dashboard Summary - Professional Development



# Goal Update - Effective turnaround school leadership

**Goal:** Creation and execution of a data-driven, research-based school improvement plan with monthly cycles of monitoring for school improvement.

**Intervention:** EVSC Office of Transformational Support (OTS) embedded within Lincoln School for a minimum of 20 hours per week providing differentiated support to increase skill, capacity, and remove barriers of improvement. School improvement development, action planning, and monitoring are facilitated by the OTS.

| 3. WHAT is our current reality?  |   | 4. What are we going to do about it? | 5. How will we know if it's working? | 6. What is our target?   |  |  |  |           |       |  |   |   |   |   |
|--|---|--------------------------------------|--------------------------------------|--|--|--|--|-----------|-------|--|---|---|---|---|
| <b>3a. Baseline:</b><br><br>17.83% (28/157) of students in grades 3-8 passed both ELA and Math sections of ISTEP+ 2016.<br><br>(Was 14% in 2015 and 27% in 2014.)<br><br><table border="1"> <tr> <th>Schoolwide ELA Baseline:</th> <th>Schoolwide Math Baseline:</th> </tr> <tr> <td>48.39% of students passed the 2016 ISTEP ELA test (75/155)</td> <td>23.08% of students passed the 2016 ISTEP Math test (36/156)</td> </tr> </table> |   | Schoolwide ELA Baseline:             | Schoolwide Math Baseline:            | 48.39% of students passed the 2016 ISTEP ELA test (75/155)   | 23.08% of students passed the 2016 ISTEP Math test (36/156)  | <b>4a. Strategy 1: Shared Leadership for Intentional Instruction</b><br><br>Leadership team provides tiered differentiated support to PLCs using consistent feedback (i.e. lesson plans, walkthroughs, PLC facilitation, data chats).<br><br>PLCs develop assessments (formative and/or summative) aligned with standards, ensuring that at least 75% of the assessments used to determine small group and SMART will be created at a DOK3 or higher<br><br>Teachers collect evidence within instruction allowing intentional scaffolding through Depths of Knowledge. | <b>5a. Short-Term Checkpoint Metrics:</b><br><br>TZ Walkthrough Data<br><br>Weekly lesson plan feedback<br><br><table border="1"> <tr> <th>Baseline:</th> <th>Goal:</th> </tr> <tr> <td>Baseline will be collected in Q1 (first 9 weeks)</td> <td>Based on baseline data, increase ___ % in defined competencies (Walkthrough Data)</td> </tr> <tr> <td>Baseline will be collected in Q1 (9 weeks) from 1st round of teacher walkthrough percentages (instructional evidence)</td> <td>School data will show growth in DOK lessons and questioning (using walkthrough data and lesson plan feedback) aligned to the standard and daily objective</td> </tr> </table> | Baseline: | Goal: | Baseline will be collected in Q1 (first 9 weeks)                     | Based on baseline data, increase ___ % in defined competencies (Walkthrough Data) | Baseline will be collected in Q1 (9 weeks) from 1st round of teacher walkthrough percentages (instructional evidence) | School data will show growth in DOK lessons and questioning (using walkthrough data and lesson plan feedback) aligned to the standard and daily objective | <b>ELA SMART GOAL</b><br><br>On the ELA portion of the 2 ISTEP, 50% of students will resulting in an increase of ; more students passing. |
| Schoolwide ELA Baseline:   | Schoolwide Math Baseline:   |                                      |                                      |  |  |  |  |           |       |  |   |   |   |   |
| 48.39% of students passed the 2016 ISTEP ELA test (75/155)   | 23.08% of students passed the 2016 ISTEP Math test (36/156)   |                                      |                                      |  |  |  |  |           |       |  |   |   |   |   |
| Baseline:  | Goal:   |                                      |                                      |  |  |  |  |           |       |  |   |   |   |   |
| Baseline will be collected in Q1 (first 9 weeks)   | Based on baseline data, increase ___ % in defined competencies (Walkthrough Data)   |                                      |                                      |  |  |  |  |           |       |  |   |   |   |   |
| Baseline will be collected in Q1 (9 weeks) from 1st round of teacher walkthrough percentages (instructional evidence)  | School data will show growth in DOK lessons and questioning (using walkthrough data and lesson plan feedback) aligned to the standard and daily objective |                                      |                                      |  |  |  |  |           |       |  |   |   |   |   |
| <b>3b. WHY is this our current reality?</b><br><br><table border="1"> <tr> <th>Root Finding:</th> <th>Data Source:</th> </tr> <tr> <td>More emphasis on ELA PD, assessments and support in implementation resulted in higher pass rate improvements</td> <td>2005-2015 ISTEP Data-ELA consistently outperforming Math at Lincoln<br/>2015-2016 PLC Observations<br/>2015-2016 PSAPS<br/>2010-2016 PD</td> </tr> </table>                 |   | Root Finding:                        | Data Source:                         | More emphasis on ELA PD, assessments and support in implementation resulted in higher pass rate improvements | 2005-2015 ISTEP Data-ELA consistently outperforming Math at Lincoln<br>2015-2016 PLC Observations<br>2015-2016 PSAPS<br>2010-2016 PD | <b>4b. Strategy 2: Effective Instructional Practices</b><br><br>Administration and coaches ensuring the Marzano strategies are implemented in content areas' to drive higher order thinking opportunities.<br><br>Increase higher order thinking opportunities within the classrooms through intentional professional development sessions differentiated by individual teacher need   | <b>5b. Short-Term Checkpoint Metrics:</b><br><br>TZ Walkthrough Data<br><br>Weekly lesson plan feedback<br><br><table border="1"> <tr> <th>Baseline:</th> <th>Goal:</th> </tr> <tr> <td>Baseline will be collected in Q1 (9 weeks) from 1st round of teacher</td> <td>Based on baseline data, increase ___ % in defined competencies (Walkthrough Data)</td> </tr> <tr> <td></td> <td>School data will show growth in DOK lessons</td> </tr> </table>  | Baseline: | Goal: | Baseline will be collected in Q1 (9 weeks) from 1st round of teacher | Based on baseline data, increase ___ % in defined competencies (Walkthrough Data) |   | School data will show growth in DOK lessons   | <b>Math SMART GOAL</b><br><br>On the Math portion of the ISTEP, 25% of students will resulting in an increase of ; more students passing. |
| Root Finding:  | Data Source:  |                                      |                                      |  |  |  |  |           |       |  |   |   |   |   |
| More emphasis on ELA PD, assessments and support in implementation resulted in higher pass rate improvements   | 2005-2015 ISTEP Data-ELA consistently outperforming Math at Lincoln<br>2015-2016 PLC Observations<br>2015-2016 PSAPS<br>2010-2016 PD                      |                                      |                                      |  |  |  |  |           |       |  |   |   |   |   |
| Baseline:  | Goal:   |                                      |                                      |  |  |  |  |           |       |  |   |   |   |   |
| Baseline will be collected in Q1 (9 weeks) from 1st round of teacher   | Based on baseline data, increase ___ % in defined competencies (Walkthrough Data)   |                                      |                                      |  |  |  |  |           |       |  |   |   |   |   |
|  | School data will show growth in DOK lessons   |                                      |                                      |  |  |  |  |           |       |  |   |   |   |   |

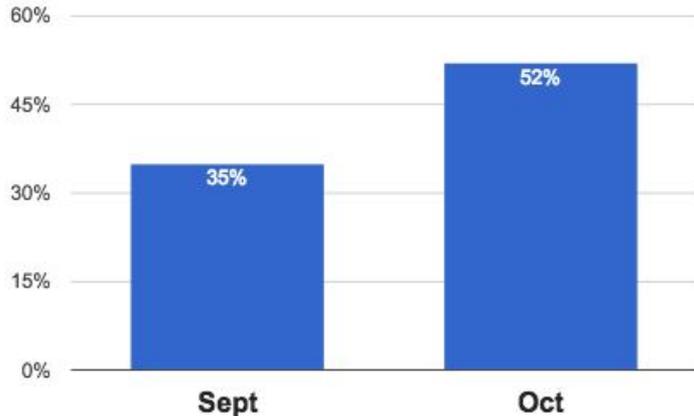
| Action Planning  |   | Short-Term Monitoring                          |                      |   |  |  |
|--|---|--|----------------------|---|--|--|
| Target Date:   | Person(s) Responsible:                                  | Are we doing it?                               |                      | Evidence of Impact                            |  |  |
| Due Date:  | Who is responsible for (and/or working on each action?) | Are we doing what we said we were going to do? | Implementation Gague | Planning: When will we check on our progress? | Planning: What progress do we plan to see? | Monitoring: What are the actual results? |
| What actions will we take to fully implement our strategy? | Who is responsible for (and/or working on each action?) | Are we doing what we said we were going to do? | Implementation Gague | Planning: When will we check on our progress? | Planning: What progress do we plan to see? | Monitoring: What are the actual results? |

# Goal Update - Effective Instruction that meets the needs of all students and is aligned with state standards

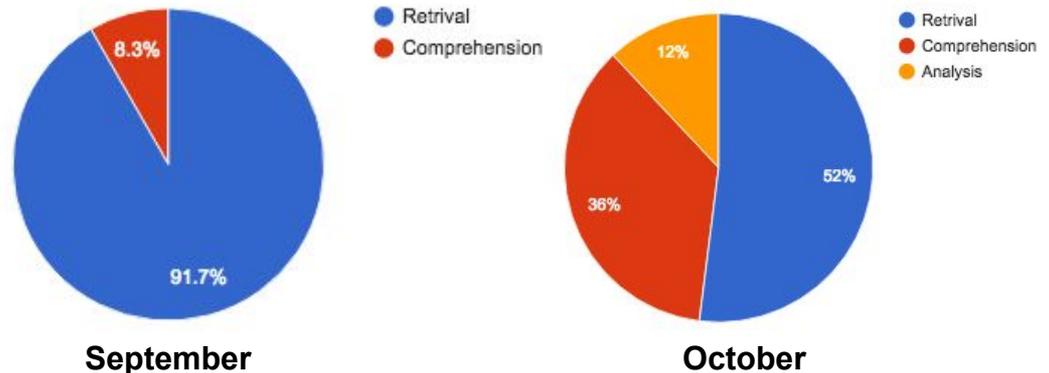
**Goal:** PLC work of unpacking standards and writing aligned assessments transfers to teacher practice of more cognitively complex learning tasks.

**Intervention:** Weekly lesson plan feedback and learning walks to monitor evidence of transfer to teacher practice. Teachers not meeting goals are provided differentiated support per teacher need to improve outcomes.

Standards-Aligned Learning Target Evidence



Cognitive complexity of learning tasks observed



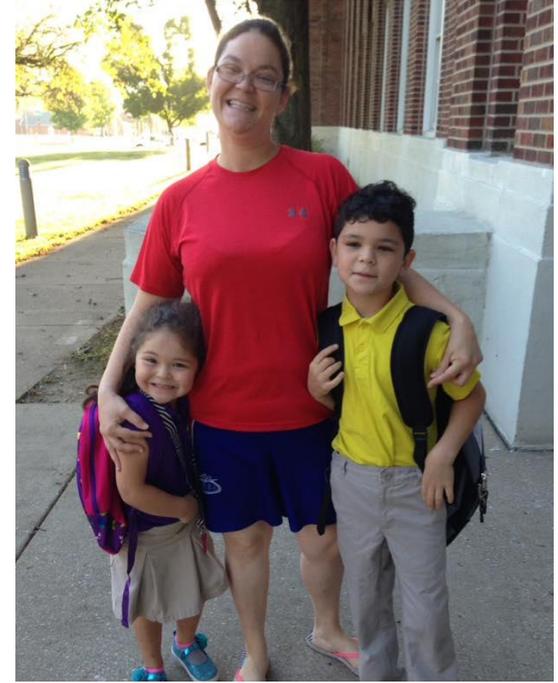
# Goal Update - Using data to differentiate instruction and provide interventions

**Goal:** NWEA data utilized in all grades K-8 to drive Tier I small group instruction for remediation, enrichment and Tier II interventions.

**Intervention:** NWEA and intervention training paired with cyclical teacher training and support provided by district data coach and school-based instructional coaches.



# Community and Stakeholder Input and Engagement



# Next Steps

